



EMPOWERING WOMEN IN INDIA, WITH A SPECIAL REFERENCES TO SKILL DEVELOPMENT

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ABSTRACT

The Indian Constitution provides both equality and the authority for the State to implement affirmative action measures in support of women, enabling them to enhance their livelihoods. The female population accounts for around 48% of the country's overall population. According to the constitution of India, women are recognized as full-fledged citizens of the nation and are entitled to the same rights as males. Indian women endure significant suffering due to the lack of recognition from the male-dominated culture. The objective of skill development, especially for women, is not only to train them for employment, but also to enhance the productivity of female workers by improving the standard of work they are involved in. Several significant obstacles must be tackled to provide a favorable environment for skill development within the female workforce. This study seeks to assess the influence of skill development on the empowerment of women.

KEYWORDS: Skill Development and Empowerment

INTRODUCTION

Women have shown their ability to play a significant role in the development of communities. Women empowerment entails enhancing the social, economic, political, and legal prowess of women, enabling them to exercise autonomy in making decisions for their own well-being and the betterment of society. Women empowerment is crucial due to the significant percentage of the global female population being jobless or underemployed. Women possess the same level of competence, intelligence, and skill as men. Empowering women would not only help them personally but also have a positive impact on the whole globe. Enhancing the status and influence of women will result in economic advantages and a decrease in both corruption and domestic violence, eventually contributing to the overall progress of the country.

The female population accounts for around 48% of the country's overall population. According to the constitution of India, women are recognized as legal citizens of the nation and are entitled to the same rights as males. Indian women endure significant suffering due to the lack of recognition from the male-dominated culture. Women have the responsibility of childbirth, but they suffer from malnutrition and bad health. Women are also burdened with excessive labor in the field and are responsible for all home chores. A significant proportion of Indian women lack formal education. The Vocational Training course seeks to equip women from economically disadvantaged backgrounds with the necessary skills and self-assurance to attain economic and social autonomy. Throughout Indian civilization, women have consistently faced marginalization and have been confined to a subordinate class. Local populations, particularly women, have been excluded from the advantages of government schemes and programs due to a lack of precise execution of plans. Women's limited involvement

in their own liberation may be attributed to their economic reliance and low literacy rates. It is imperative to resolve the problem by elevating the position of women. The crucial factor resides in the empowering of women via achieving economic independence and increasing their knowledge and understanding of social, political, and legal matters through mobilization efforts. It is important to acknowledge and highlight the many responsibilities that women play, including those related to reproduction, productivity, and community management. In order to eliminate the subordination of women, it is imperative to establish and empower them from the grassroots level. Skills and knowledge are the primary drivers of economic progress and social development in every nation. Countries that possess elevated and superior levels of knowledge and skills are able to react more efficiently and swiftly to the problems and possibilities presented by globalization. India is now undergoing a shift towards an economy that is built on knowledge. The country's ability to compete will depend on how well its people can generate, share, and use information.

The Indian Constitution provides both equality and the authority for the State to implement affirmative action measures in support of women, enabling them to enhance their quality of life. Under the context of a democratic system, our legislation, policies, plans, and programs have been designed to promote the progress of women in many domains. Starting with the Fifth Five Year Plan (1974-78), there has been a noticeable change in the attitude towards women's concerns. Initially, the focus was on welfare, but it gradually changed towards development. Then, with the Eighth Five Year Plan, the emphasis switched from development to empowerment. In 2001, the Government of India (GoI) designated it as the Year of Women's Empowerment (Swashakti) and enacted the National Policy for the Empowerment of Women. This policy aims to promote the

progress, growth, and empowerment of women.

Parliament has enacted many Acts to provide women legal rights and empower them. Some of the acts mentioned include the Immoral Traffic (Prevention) Act-1956, Dowry Prohibition Act-1961, Maternity Benefit Act-1961, Medical termination of Pregnancy Act-1971, Equal Remuneration Act-1976, Commission of Sati (Prevention) Act-1987, Pre-Conception & Pre-Natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act-1994, Prohibition of Child Marriage Act-2006, Sexual Harassment of Women at Work Place (Prevention, Protection and) Act-2013, and the Juvenile Justice (Care and Protection of Children) Bill, 2015. To actualize women empowerment in Indian culture, it is imperative to alter the antiquated mindset and eradicate the detrimental behaviors that persist within the male-dominated social structure.

REVIEW OF LITERATURE

According to Dhruba Hazarika (2011), women would play a major role in the growth of the nation. In order to flourish in this cutthroat environment, it would be best to empower women.

According to Vijaya & Lokhandha (2013), women's empowerment may be enhanced via skill development, leading to increased production and incomes. Their ability gives them the courage to be more creative.

According to Kittur Praveen (2014), a specific training program for female entrepreneurs has to be launched in order to enhance their abilities in order to promote women's entrepreneurship.

According to Mamta Mokta (2014), women in this mostly male culture must fend for themselves. Government programs, microfinance institutions, self-help groups, and non-governmental organizations should all inspire them to develop and become empowered.

According to Prasanna Kumar (2014), we must determine the regions in which women continue to face obstacles and are deprived of resources, institutional expertise, and a basic education.

According to Shoma A. Chatterji (1993), education enables women to become more independent since it gives them the means to make money, participate actively in society, and make choices about their own fertility.

Bangalore's Institute of Social Studies Trust (1997) They contend that there is a direct connection between development, health, and poverty. Women's enrollment in school is lower for a number of socioeconomic reasons.

According to Blanchard & Thacker (2004), a women's exchange training program includes training, earning, sharing, and enhancing women's experiences both domestically and globally.

According to Biswash Roy (2009), women's perspectives will be taken into account while creating and carrying out

macroeconomic and social policies by formalizing their involvement in these procedures.

According to Rameshwari Pandya and Sarika Patel (July 2010), women's active engagement in the whole process is crucial for the faster socioeconomic development of any community.

However, a lot of the work to raise the status of women is being done at the grassroots level, where certain international and Indian NGOs are interacting with the male community in an attempt to elevate women in society, according to Laxmi Narayan (2015).

In her research, Seema Pandey (2015) examined the attitudes, issues, and workplace conditions faced by working women across different social classes.

Objectives of The Study

To determine the impact of skill development on women empowerment.

RESEARCH METHODOLOGY

This research is based on secondary data that was collected. This section is dedicated to the collection of data from a wide range of research publications, websites, and articles in order to get an understanding of the influence that skill development has on the empowerment of women. There have been several practices that have been taken by the organizations that have been investigated.

RESULT AND DISCUSSION

The ideals of equality, progress, and peace for all people are universally recognized and widely embraced, and they are strongly founded in the concept of women's empowerment. There is a strong correlation between the empowering of women economically and the decrease of poverty. This is because women are the primary drivers of the social and economic well-being of their families. It would seem that the idea of women's empowerment is the result of a number of significant criticisms and arguments that were created by the women's movement all over the globe, and in especially by the feminists of the Third globe. Among the many distinguishing characteristics of the phrase "empowerment" is the fact that it includes the word "power." The word "empowerment" may be used to refer to the process of contesting the power relations that are already in place and achieving a greater degree of control over the sources of power. For the time being, a lady has moved from the kitchen to the professional sector. Additionally, women have entered a variety of industries that are traditionally dominated by males, including both organized and unorganized segments of the workforce. Nevertheless, as a consequence of these opportunities, the outcome is not adequate. Based on the census conducted in 2011, the number of women in India is estimated to be 586.47 million, representing 48.5% of the total population in India. When it comes to the national GDP, however, the contribution of Indian women is just 17%.

The acquisition of new skills is not an objective in and of itself. It serves as a means to accomplish another goal. Education is a

means via which one may acquire new skills. Because education is a significant step toward the empowerment of women. Because of this, the growth of women's skills allows them to react to chances to question the roles they have traditionally played and to modify their standard of living. During an international conference that took place in 1994, similar thoughts were not only voiced but also endorsed. According to one theory, education is one of the most significant factors in empowering women by providing them with the information, skills, and self-confidence that are necessary for them to actively participate in the process of development. Therefore, it is possible to assert that the correct education of women is beneficial for the overall welfare of society as a single entity. It is more beneficial to the alleviation of poverty and the advancement of humankind than education.

Globalization and liberalization are also responsible for the development of new skills and notions of multi-skilling, which are brought about by new technology and initial changes in market conditions. When it comes to compensation, female workers in our culture are considered to be in a lower category than their male counterparts. Unskilled workers are the other name for them. Women in forest areas, for instance, have a talent that is essential for recognizing a certain herbal plant in order to prepare ayurveda medication, but this expertise is not recognized. At the event that they are offered at a well-known shopping center that has a strong market for needlework, then the image will be altered. Therefore, when female workers in our nation continue to be jobless while possessing the necessary abilities, they lose the skills they have traditionally earned or acquired over time. Therefore, in order to participate in economic activities, salary discrimination between male and female workers should be eliminated. In order to empower women, there are training institutes that provide students with the opportunity to acquire skills such as communication skills, entrepreneurial skills, leadership skills, technology-oriented skills, and so on.

Skill Development for Women

Women have shown their aptitude for developing communities. Therefore, it's critical that women participate in skill development. Women are becoming active in a variety of fields in India, including politics, sports, journalism, education, art and culture, and science and technology. Although they make up a sizable portion of the labor force, women's share of working-age workers is dropping. Many of them are employed in non-formal industries. This illustrates how women in the workforce lack both job options and skills. The bulk of Indian women workers are unskilled at the moment. They may be encouraged to hone their life skills, which will enable them to work in well-paying positions and provide a higher standard of living and self-assurance for their family. It will enhance their capacity and disposition to advance and become self-sufficient.

The national strategy for "women empowerment," which was enacted by the Indian government, attempts to guarantee the general development of women in the nation. They want to provide women the tools they need to stand up for themselves, support one another, and advance in society. The Maharashtra

government, on the other hand, has started "Skill Sakhi" to empower women. Their primary goals are to empower women in addition to providing them with job possibilities. They are offering instruction in sewing, needlework, tailoring, knitting, and creating home décor. The success of the "Skill India" and "Make in India" objectives depends on women cooperating with one another.

Women from low-income households are targeted by vocational training programs to gain confidence and skills that would enable them to become economically and socially independent. In Indian culture, women have always been sidelined and assigned to the position of the oppressed class. Local communities, particularly women, have continued to be excluded from the scope and advantages of government schemes and programs as a result of the absence of detailed plan execution. Women's lack of economic independence and illiteracy have prevented them from fully participating in their liberation. Women's standing has to be raised in order to solve the problem. The key is raising knowledge of social, political, and legal concerns via mobilization and empowering women through economic self-sufficiency. Recognizing and highlighting the many roles that women play, including those in reproduction, productivity, and community management, is also necessary. To eliminate their subjugation, women should unite and strengthen at the local level. Any nation's capacity to prosper economically and socially depends on its citizens' knowledge and skills. Higher and more developed nations react to the benefits and problems of globalization more quickly and efficiently. India's ability to generate, disseminate, and use information more skillfully will decide its competitive advantage as it transitions to a knowledge-based economy.

The purpose of the Vocational Training Program is to improve the prospects for women who are underprivileged and have little exposure to technical skills and knowledge. The goal of the women's vocational training program is to help them become more skilled entrepreneurs.

It is well acknowledged that knowledge will be the driving force behind the 21st century and that a nation's ability to compete in the global economy will depend on how well-focused and creatively their education policy is. Many nations throughout the globe, and more specifically recently independent developing nations like India, make significant investments in education with the goal of expanding their educational institutions to face the challenges of the twenty-first century. Growing awareness of the fact that equal access to education for all members of the community, regardless of social standing, class, caste, religion, or gender, guarantees the distribution of educational opportunities and the socioeconomic and political benefits that follow guarantees that these opportunities are distributed without discrimination.

National Policy on Skill Development:

The Ministry of Labour & Employment has developed a National Policy on Skill growth to provide a wide framework for the sustained growth of trained and skill-enriched human resources in India. The aim is to equip the labor force with enhanced

competencies, expertise, and globally recognized credentials, enabling them to get respectable jobs and maintain India's competitiveness in the ever-changing global labor market. Its goals include raising the productivity of the labor force in both the organized and unorganized sectors, encouraging more involvement from women, youth, the handicapped, and other marginalized groups, coordinating the activities of several sectors, and reforming the current system.

The skill development programs will leverage diversity and lessen barriers including those between men and women, rural and urban areas, organized and unorganized labor, and traditional and modern workplaces. The efforts aimed at developing skills facilitate the availability of skilled laborers who can adapt quickly to the changing needs of the labor market and technological advancements. In addition to fostering brilliance, this approach will satisfy the demands of the information economy.

It is evident that women, who are just as capable as males, need to have gender-responsive skill development techniques developed. The socio-economic growth of women depends on their social, economic, educational, political, and legal empowerment. If given the chance, women are capable of managing. They have to be given equal rights, decency, cleanliness, and respect. All that is required is a determined effort directed in the proper direction, ending only with the emancipation of women from all evil. India is becoming more and more dependent on the "knowledge economy," thus it is imperative that it concentrate on the growth of skills, which must be pertinent to the new economic landscape. It is imperative that the country implement an effective skill development program if it is to turn its demographic dividend.

Vision for the National Skill Development Initiative in India

Approximately 3.1 million people may now be trained in India each year. An increase to 15 million per year is the target capacity according to the 11th Five Year Plan. By 2022, India wants to have produced 500 million skilled people. Consequently, there is a need for skill development programs to have more capacity and aptitude. The skill development programs will leverage diversity and lessen barriers including those between men and women, rural and urban areas, organized and unorganized labor, and traditional and modern workplaces. The efforts aimed at developing skills facilitate the availability of skilled laborers who can adapt quickly to the changing needs of the labor market and technological advancements. In addition to fostering brilliance, this approach will satisfy the demands of the information economy.

Prime Minister's National Council on Skill Development

Established as the premier's chair, this institution serves as the highest authority for directing and reviewing policies. Members include the Ministers of Labor and Employment, Finance, Industries, Rural Development, Housing and Urban Poverty Alleviation, and Micro, Small, and Medium-Sized Enterprises. The other members are six subject matter experts in the field of skill development, the deputy chairman of the Planning Commission, the chairpersons of the National Manufacturing

Competitiveness Council and the National Skill Development Corporation. The Member Secretary to the Council is the Principal Secretary to the Prime Minister.

National Skill Development Co-ordination Board

An organization known as the National Skill Development Coordination Board has been established, and the Deputy Chairman of the Planning Commission will serve as its chairman. The members of this group include the Secretaries of the Ministries of Human Resource Development, Labour and Employment, Rural Development, Housing and Urban Poverty Alleviation, and Finance.

Other members are the Chairperson and Chief Executive Officer of the National Skill Development Corporation, Secretaries of four states who serve on a rotating basis for a term of two years, and three eminent academicians who specialize in subject areas. The Member Secretary of the Board is identified as the Secretary of the Planning Commission.

Vocational Training for Women

The development of employable skills will serve as a catalyst for change in the process of increasing the number of women who are employed. In addition to returning to the labor market after a period of absence spent, for example, raising children, women confront a multiplicity of obstacles when it comes to gaining access to skills and productive work, staying on the job owing to the effects of globalization or other factors, and moving to higher level positions.

The implementation of a non-discrimination policy will be strongly pursued in order to ensure that women have equal access to opportunities for skill development and employment.

1. By the conclusion of the 11th Plan, this Policy will work toward the goal of increasing the involvement of women to at least thirty percent.
2. On a wide scale, proactive measures that eliminate obstacles and make participation easier will be made accessible. These efforts include providing women with hostels, scholarships, transportation, training materials, and loans.
3. The Women's Vocational Training Program will be increased, and the institutional network that provides training facilities solely for women will be considerably enlarged. This will allow women to acquire skills that have the potential to earn high wages and to be self-employed.

In order to improve the employability and skills of women, it will be necessary to identify the industries that are responsible for the employment of a significant number of women. A few examples of these include the construction industry, traditional crafts that are performed at home or piece rate employment, the financial and health care industries, and the agricultural sector.

The elimination of gender stereotyping in vocational courses is intended to encourage women to pursue non-traditional careers, such as those in the area of technology, both those that are already established and those that are starting to emerge.

Skill Development for the Unorganized Sector

The unorganized sector employs around 93% of the labor force in the nation. This sector spans both urban and rural regions and all economic activity. It makes up almost 60% of the GDP of the nation. Raising the unorganized sector's skill base will raise living standards, productivity, labor rights, social security, and working conditions.

The planning, carrying out, and overseeing of skill development initiatives for the unorganized sector will be done via the investigation of separate institutional mechanisms.

Problem in Skill Develop and Women Empowerment

- **Illiteracy:** Women in underdeveloped nations such as India account for the majority of illiterates worldwide due to a lack of access to higher education and training options.
- **Absence of Family Support:** Women are still seen as inferior, weak, and second-class citizens. Women therefore do not get familial support to report sexual harassment in the workplace.
- **One issue that affects women more specifically is that,** particularly in unorganized workplaces, they are the subject of sexual harassment. It thus lowers the productivity of the female employees.
- **Dual Responsibilities:** Women in families have two responsibilities, namely as mothers and wives. A struggle of sorts has emerged about balancing two opposing positions. Women are thus unable to run their homes and businesses.
- **Gender discrimination in wages:** Wages for women workers reflect discriminatory behaviors in the labor market.
- **Inadequate Infrastructure:** Lack of training capability among newcomers makes it difficult to enable suitable infrastructure.
- **Financial Issue:** Women in SHGs do not get enough funding from them to launch a new company.

CONCLUSION

It is essential for the advancement of socioeconomic conditions that women must be empowered. An increase in the literacy rate among mothers contributes to the overall improvement of children's development. Women are capable of achieving success on their own if they are provided with the chances to do so. Within the realm of international development, the problem of gender equality has to be recognized as a cross-cutting concern. A significant number of players in the commercial sector have made the mission of working with women a central focus of their business and corporate social responsibility initiatives. As girls and women make up half of the world's population, providing them with opportunities to engage in the economy of their communities helps to increase the number of people who are able to find work.

Our economy is now undergoing a transition from being heavily dependent on agriculture to being more dependent on manufacturing and services, which necessitates the availability of trained labor. For this reason, the government and non-governmental organizations (NGOs) need to provide training in order to enhance their existing skills and equip them with more advanced technical abilities. In the wake of globalization and

liberalization, the proliferation of new technology and the rapid evolution of markets have a tendency to render skills outdated. As a result, the adjustment for the purpose of improving the present competence is unavoidable. People who are able to adapt to change in a dynamic manner and continually improve their talents will be the ones to thrive in a world that is becoming more competitive. The policy on information technology should also be gender-friendly, with the goal of enhancing the knowledge and abilities of young women in the field of computer software and hardware, particularly in geographic areas that are rural. A emphasis on speed, scalability, capacity, cooperation, knowledge, and productivity should be the primary objectives of the approach. Empowering young people by teaching them how to become self-sufficient is one way to make this a reality. Using labor-intensive methods is another way to accomplish this goal.

It is thought that the Government of India has been paying appropriate attention to the process of skilling women in accordance with international standards, despite the fact that there is a big work ahead with numerous issues in the skill development landscape in India at the current time. It is abundantly obvious that the separate ministry for Skill Development and Entrepreneurship initiatives in India paid priority to the development of entrepreneurial skills. Skill India and make in India are two missions that will only be put into action when all of the stakeholders involved, including the government, training institutions, industry, and most importantly, women, collaborate in a structured format to design, develop, train, assess, certify, and place the skilled workforce in accordance with the standards of the industry and the aspirations of the women who are involved. In addition, the acceleration of entrepreneurial endeavors and self-employment is very important for the establishment of large-scale job opportunities in India. To encourage women in India to engage in self-employment, it is essential to implement a skill development project that is centered on the unique demands and obstacles that are experienced by rising entrepreneurs.

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